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AUTHOR Kray, Eugene J.
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ABSTRACT

In order to identify characteristics and motivating factors of nontraditional students seeking to obtain college credit for practical experience obtained prrior to college entrance, a questionnaire was distributed to 186 directors of experiential education programs in institutions participating in Cooperative Assessment of Experiential Learning (CAEL). Directors were asked to supply information on students in their programs during 1975. Responses were received from 82 institutions (44 percent). A similar questionnaire was distributed to 305 students who had applied to the Life/learning Experience Assessment Program (LEAP) at Delaware County Community College (Pennsylvania) during 1975. Seventy students responded (23 percent). This document compares the mean age, income, highest education level attained, number of years since last formal schooling, sex ratio, marital status, employment status, major curriculum area, and motivations of the LEAP students to the national sample. The majority of institutions in the national sample used a multiplicity of delivery systems following the assessment of experiental learning. the mean average credit award was 20 credits. Data are tabulated, a literature review is provided, and the survey instruments are appended. (Author/NHM)

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THE NON-TRADITIONAL STUDENT SEEKING ASSESSMENT OF EXPERIENTIAL LEARNING--WHO AND WHY?

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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BY

Eugene J. Kray, M.B.A.
Delaware County Community College
Media, Pa.

A PRACTICUM PRESENTED TO NOVA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF EDUCATION.

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ABSTRACT

TITLE: The Non-Traditional Student Seeking Assessment of Experiential Learning--Who and Why?

AUTHOR: Eugene J. Kray, Dean of Community Education, Delaware County Community College, Media, Pennsylvania

This study is concerned with the identification of the characteristics of non-traditional students seeking assessment of experiential learning and the motivating factors influencing their decision to enter such a program. With the identification of these characteristics and motivating factors, colleges and universities in general, and Delaware County Community College in particular, will be better able to develop educational strategies and systems to meet unmet needs as well as marketing strategies to reach those prospective "new" students not now being served.

Objectives

1. To identify and report those characteristics of the non-traditional student seeking assessment of experiential learning in post-secondary institutions nationally, as well as at Delaware County Community College.

2. To identify and report those motivating factors influencing the decision of the non-traditional student to seek assessment of experiential learning in post-secondary institutions nationally, as well as at Delaware County Community College.

3. To identify and report those educational delivery systems most often used by colleges following the assessment of experiential learning.

In order to achieve these objectives, a questionnaire was distributed to 186 CAEL institutions of higher education nationally. This questionnaire asked for responses from the directors of experiential learning programs requesting appropriate information on students in their program from January 1, 1975 to December 31, 1975. A similar questionnaire was developed and distributed to 305 students who have applied to the Life/learning Experience Assessment Program (LEAP) at Delaware County Community College for that same period of time.

A summary of the findings is as follows:

1. There was a 6 year difference in the mean age of the two groups with the DCCC sample being 39 and the national sample, 33.

2. There was a 6 year difference in the mean number of years since formal education with the DCCC sample being 13 and the national sample, 7.

3. The mean income level of the DCCC sample was $16,034 with the national sample being $10,383.

4. The number of males and females in each group was reasonably comparable with the DCCC group showing 59% males and 41% females, and the national sample reporting 56% males and 44% females.

5. The major disparity in the marital status of the two groups was in the "separated" category with the DCCC sample reporting 30% and the national sample, 4%.

6. The DCCC sample indicated that only 39% had any formal education beyond high school whereas the national sample reported 69% having had some formal education at the post-secondary level.

7. The employment status of the DCCC sample showed a total of 52% in the "professional" and "skilled labor" categories whereas the national sample depicted 26% for the same two categories.

8. The DCCC sample indicated that "self-satisfaction" (36%) was the single most important factor motivating students to seek the assessment of experiential learning whereas the national sample showed "upward mobility in present position" (35%) as the major factor.

9. The majority of institutions, 33 (87%), reported using a multiplicity of delivery systems following the assessment of experiential learning.

10. Business-oriented curricula were predominant in both samples.

11. Of the 44 post-secondary institutions in the national sample, 16 (36%) were public 4 year, 19 (43%) private 4 year and 9 (21%) public 2 year with no private 2 year institutions.

12. The mean average award of credits of the national sample was 20 credits, however, 16 of the 40 institutions (40%) indicated that they awarded 10 credits or less.

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INTRODUCTION

Delaware County Community College has embarked on a four-year plan (see Appendix A), which has been accepted by the President's Staff, to develop a non-traditional studies program. The non-traditional studies program includes the assessment of the individual's experiential learning. Persons who have considerable practical experience prior to their decision to enter college may receive college credit for these experiences. Through this program the faculty assess the prior learning and experiences based on established performance criteria generally within the occupational curricula of the College.

The purpose of this study is to identify those characteristics and motivating factors which describe the non-traditional student in order to develop appropriate educational and marketing strategies.

It should be noted that this paper is the fifth of a planned series of studies around the theme of experiential learning by the writer. Abstracts of each of the earlier studies are included in Appendix B and are listed as follows:

Title	Writer	Nova Module
The Structure and Financing of a Program to Assess Experiential Learning	Kray	College Governance
Policies, Procedures and Politics Effecting Experiential Learning	Kray and Wyman	Educational Policy Systems

Faculty Attitudes Toward Assessment of Experiential Learning	Kray	Learning Theory
An Evaluation of a Faculty Orientation Package to the Life/ learning Experience Assessment Program (LEAP) at Delaware County Community College	Kray	Curriculum Development

The first three of the above papers have been accepted for the ERIC publication, Resources in Education. In this regard, some aspects of this paper will be repetitive.

A. Importance of Study

A growing movement in higher education is the development of non-traditional studies programs. One major component of these programs is usually the development of procedures and strategies to ascertain the experiential learning of these students.

Over 250 colleges and universities have joined together to share ideas and research on this concept, forming an organization titled the Cooperative Assessment of Experiential Learning (CAEL). CAEL is an outgrowth of the Carnegie Commission on Non-Traditional Study under the chairmanship of Samuel Gould and has been in existence for almost two years. Member institutions of CAEL have been performing research and developing models, much of which has been under the sponsorship of the Fund for the Improvement of Post-Secondary Education and the Carnegie and Lilly Foundations.

One of the prime requisites of any new venture such as this should be the identification of those characteristics and motivating factors which influence those students who decide to enter such a program. The data that has been collected and analyzed in this study will assist colleges and universities in general, and Delaware County Community College in particular, in designing educational strategies to meet their students' needs as well as develop marketing strategies to reach those prospective students not now being served.

B. Nature of Community and Clientele

1. Community Description and Analysis

Delaware County, located in southeastern Pennsylvania, separates the major metropolitan areas of Philadelphia and Wilmington, serving as a "bedroom community" for both metropolises. Although geographically being the third smallest county in Pennsylvania (185 square miles), it is the fourth largest in population (600,000) following Philadelphia, Allegheny/Pittsburg and Montgomery County. Needless to say, Delaware County is a densely populated area. As a comprehensive institution DCCC is committed to meeting the post high school educational needs of its service area. A county of this size possesses interesting descriptive characteristics. These characteristics are major factors as the College attempts to serve the community.

a) On the county's eastern border is the Delaware River which serves as an arterial highway for heavy industries such as Scott Paper

Company, Boeing/Vertol Company, Sun Oil Company, Union Carbide, Reynolds Metals, Sun Shipbuilding Company, BP Oil Company, and Westinghouse Power Generation Division. Heavy concentrations of "blue collar" workers live in communities adjacent to these industrial areas running from Yeadon Township on the north to Marcus Hook Township on the south.

b) Although generally the county is considered as being suburban, many areas of the county are in fact urban due to the high population density. A factor which clouds the concept of the municipalities in Delaware County being suburban is the fact that there are 49 distinct municipalities, some with few municipal services, such as one and two person police forces. Included in these aforementioned municipalities is the only city in the county, Chester, with a population of more than 50% black. Other communities in the county having relatively large representations of blacks include Darby and Yeadon. On the other hand and almost at the opposite end of the county is Upper Darby Township with a population of approximately 80,000, 99% of whom are white. Upper Darby is the largest township in the state, borders Philadelphia and is predominantly white middle class. There are also areas of the county (northern and western primarily) which are almost exclusively white upper-middle class and suburban "bedroom communities."

c) Many residents of Delaware County have migrated from the city of Philadelphia and the general trend of population growth is toward the northwestern part of the county (which is the only direction where there is open space.)

d) The county has a relatively high Roman Catholic population, with geographical areas where ethnic characteristics tend to dominate the population. A number of parochial high schools exist within the county and educate approximately 25% of high school age students.

e) The county has had racial problems ranging from major ricts in the city of Chester ten years ago to recent disturbances in Upper Darby when a black family attempted to move into a previously all white middle class neighborhood.

f) Public transportation into Philadelphia and Wilmington is relatively good including buses and trains of the Southeastern Pennsylvania Transit Authority (SEPTA). Public transportation going in directions other than to one of the cities is inadequate. Interstate 95 is nearing completion along the Delaware River between Wilmington and Philadelphia through the industrial area of the county. For over 20 years an expressway has been planned to connect Interstate 95 and the industrial region of the river to the northern regions of Delaware County and surrounding suburban counties of Chester and Montgomery. Delays, obstructions and modifications to the route have prevented this from becoming a reality. In addition, a major highway bisecting the county from Philadelphia to Baltimore is US Route 1.

g) Delaware County has a strong historical heritage including such sites as Brandywine Battlefield, Penn's Landing (where William Penn first arrived in this country), Morton Homestead, and the Caleb Pusey House.

h) The county has an interesting political situation in that it has been dominated by one party on a county level and to a great extent in all forms of government within the county. Although recently various changes in the degree of domination have been occurring, the political power remains essentially with one party. Many expect a more balanced political situation to develop in the future.

2. Education in Delaware County

A community which is as large and as diverse as Delaware County tends to have unique characteristics in the area of education and the community needs for various educational services. Recognizing that sociologically much of the county is composed of persons who are seeking upward mobility and that there are large sections or pockets of low income persons, both black and white, tends to further the diversity of the educational opportunities both in purpose and quality.

The community has no single or even unifying attitude toward the nature, scope or value of education. In general, a significant proportion of the community values a strong public education system with opportunities extending to the post-secondary and continuing and adult educational levels. However, other segments of the community are

inclined to see private education and restricted support for public education as a more desirable system. This situation is complicated further by the political milieu of the community and accentuated by the socio-economic differences between and within various political units of the county.

The characteristics and college efforts to relate to the community are of considerable value in analyzing this complex situation.

a) The College has a unique sponsorship arrangement in that the local share of its operating costs is derived from school district taxes. Although participation in the sponsorship of the College was made available to all school districts, several chose not to sponsor the College, including the aforementioned city of Chester. The College is now sponsored by 11 of 15 school districts or 72% of the population of the county. This type of sponsorship requires those residents of non-sponsoring school districts to pay more than twice the tuition and fees of the residents of sponsoring school districts. The College has constantly worked toward the goal of providing educational opportunity to all within the county. This remains as a major goal for the immediate future so that the College may provide equality of access to its educational services.

b) There are 21 public secondary schools in the county and 15 in sponsoring districts. There are 10 private and parochial secondary schools serving county residents. The total high school population

is estimated at 40,000. There are over 135,000 residents of the county over the age of 25 without a high school diploma.

c) Delaware County has a diversity of collegiate institutions within its boundaries including public state, private liberal arts, religious affiliated, and a predominantly black college. The colleges in the county include Swarthmore College, Widener College, Cheyney State College, Our Lady of Angels College, a two-year campus of Pennsylvania State University, Haverford College, Villanova University, Eastern College, Cabrini College and Valley Forge Military Academy. Numerous other institutions are nearby in the greater Philadelphia area. Delaware County Community College has the lowest tuition (for sponsors) and serves the greatest number of students from the county in programs at the two-year college level.

d) Of all the post-secondary institutions in the area, Delaware County Community College has the largest and most diverse program of community services. The College provides, on the basis of identified needs, low cost workshops, clinics and seminars to meet the immediate short range goals of various segments of the community. In this regard, the College cooperates with over 30 agencies in the county in identifying and meeting the educational needs. The programs range in scope from education and training on a continuous basis for all 6,000 volunteer firemen and volunteer ambulance attendants to one time only programs serving as few as 15 or 20 persons.

e) In addition to the new main campus located near the geographic and population center of the county, the College operates off campus centers in Upper Darby High School and Ridley South Junior High School, in order to better serve the needs identified in the community. Community services programs are often conducted at various sites throughout the county.

f) DCCC has a close working relationship with the Delaware County area vocational technical schools, including articulation agreements and contracted educational services in such courses as foods, welding and dental assisting.

3. College Community Based Services and Programs

The College has attempted to develop programs and services within the range of the College's mission in direct relationship to the assessed needs of the community the College serves. The assessment of need is through various means, including direct relationships with school boards (sponsors) and school administrators, involvements of various public agencies and representation of the community on various advisory committees of the College.

The over 30 cooperating agencies which help identify and develop programs of continuing education and community services attest in part to the way the College has been able to provide community need based educational opportunities.

The following listing includes the various cooperating agencies and types of programs offered by the College's Community Education area:

Cooperating Agencies

American Cancer Society
American Welding Society - Philadelphia Section
Chapter No. 2 - Association to Advance Ethical Hypnosis
Chester County-Delaware County Dental Assistants Society
Chester County-Delaware County Dental Society
Chester-Delaware Counties Dental Hygienists Association
Chester Opportunity Center
Chester Police Department
Chester/Upland School District - Federal Projects Center
Cheyney State College
Delaware County Chamber of Commerce
Delaware County Chapter, National Association of Accountants
Delaware County Emergency Health Services Council
Delaware County Federation of Women's Clubs
Delaware County Firemen's Association
Delaware County Intermediate Unit
Delaware County Society of Medical Assistants
Del-Chester Lung Association
Delaware County V-Tech S chools
Delaware Valley Ambulance and Rescue Association
Delaware County District Attorney's Office
Eastern Pennsylvania Water Pollution Control Operators Assn.
Elwyn Institute
Environmental Protection Agency
Heart Association of Southeastern Pennsylvania
International House
Keystone Automobile Club
LEAA Office - Philadelphia
Pennsylvania Department of Community Affairs
Pennsylvania Department of Environmental Resources
Pennsylvania Hypnosis Institute
Pennsylvania State Fire School
Public Service Institute (Department of Education)
R. J. Carroll Associates, Inc.
Small Business Administration

Programs

Advanced Professional Printmaking
Advanced Keypunch
Basic Course in Periodontics
Basic Shorthand
Basic Typewriting
Beginning Skiing
Career Redirection

Continuing Education Program for Inactive RNs
Conversational Spanish
Developing Nursing Care Plans
Emergency Care I
Emergency Department Care
Feeding Your Family on $5 a Day
Film Fiction & Fantasy
Fire Fighting I
Fire Fighting II
Fire Fighting III
Fundamentals of Investing
Gourmet Cooking
Judo & Karate
Labor Relations
Management Communications and PR
Middle East Dance
Museum Without Walls
Offset & Duplicating Room Operations
On Being Alone
Photography II
Preparation of State & Federal Taxes
Professional Printmaking
Recreational Folk Dance
Right to Post-Secondary Education
Seminar for Prospective Small Businessmen
Small Business Management Seminar
Small Engine Repair
Stained Glass Ornaments
Strategy & Tactics
Transactional Analysis
Volunteer Tutors in Math
Volunteer Tutors in Reading

In addition to working with the above agencies and organizations, the College utilizes a broad spectrum of occupational advisory committees to identify, plan and develop curricula which, in addition to providing skilled workers, provides employment for the citizens of the county. Each occupational curriculum or cluster has an advisory committee composed of citizens knowledgeable in the particular area.

An integral and growing part of the occupational curricula of the College which reaches out into the community is the program of Cooperative Education, whereby students apply the theoretical concepts acquired at the College to practical on-the-job situations.

Two years ago the College established a certified Day Care Center to meet the needs of its changing student body and provide opportunities based on community needs.

Several years ago the College embarked on a community-based performing arts program and now supports a community chorus, community theatre and community orchestra as a part of its cultural affairs programming. The total cultural affairs program includes concerts, lectures, art exhibits, and film series and is open to the public on a nominal or no charge basis.

Through the College's Career Center, programs have been developed dealing with the areas of career exploration and redirection designed for use by the various segments of the community. In cooperation with various agencies the programs and services of the Career Center have been provided to many unemployed and underemployed citizens of the county.

The College library is available for public use and any citizen may at no cost have full privileges in using this facility. Groups and organizations within the county may utilize various facilities of the College. A group can contract for use of conference rooms, dining room, auditorium, or other College facility at minimal cost as long as such does not interfere with scheduled College activities.

On the basis of community expressed needs, Temple University now offers evening courses on the campus to students enrolling in the master's degree program in Business Administration. Doctoral level courses for community college educators in the Nova University program are also provided in College facilities on a facility rental basis. Nine of the College's faculty are currently enrolled in this program while 29 other college educators from the area attend this program.

In addition to the aforementioned GED (High School Equivalency) programs, the College serves as a center for the GED test. Many persons enroll in the GED preparatory program, take the Equivalency exam and then enroll in the College.

The College also serves as a test center for the College Level Examination Program (CLEP) and the American College Testing (ACT) program.

Various special programs designed to meet the needs identified within the community of women, minorities, disadvantaged, and veterans have been established by the College. These special services and programs have had a consequence in increasing the precentage of representation of these groups within the student body. These outreach and special programs thrusts have included the following:

a) Opportunities/Women. A program of services designed for older women who are interested in enrolling in college as well as special counseling and educational programs for this group after enrollment.

The College operated Day Care Center has also facilitated the enrollment of parents with pre-school age children.

b) C.O.P.E. (Community Outreach Program for Education). A program designed to provide outreach and special services support for the disadvantaged was established by the College in 1973. It has provided considerable services to a growing clientele of students heretofore not attending post-secondary education.

c) Veterans' Services. The College has attracted a large and growing number of veterans. Special services and programs including counseling, tutorial assistance, career exploration and financial aid have also been established. The College is also a Serviceman's Opportunity College. The Veterans' Affairs Office serves the community in general, not just enrolled students.

Various of these special service areas have been supported in part by grants from state and federal sources.

4. Summary

The College mission calls for it to serve the community by being accessible, comprehensive, community centered and flexible. In order to strive to meet this mission, an understanding and commitment to developing the College programs based on community needs is essential. The diversity and complexity of the characteristics of the community is apparent. The needs identified and the College's mission are directly

related. The efforts made by the College are indicative of the commitment to the community the College serves. Delaware County Community College is dedicated to serving that community's educational needs to the greatest extent possible.

C. Major Community Needs on Issues Related to Study

As a part of a recent study completed by the writer titled, "Policies, Procedures and Politics Effecting Experiential Learning", six colleges who were assessing experiential learning were asked the following question:

Please rank numerically those factors that appear to have been prime motivating factors in initiating this system at your institution: (1-5, etc.)

_____ Source of new students
_____ Better service to adult community
_____ Appropriate to your institution's mission
_____ Response to student request
_____ Faculty stimulus
_____ Other:_____

_____

It is interesting to point out that the "source of new students" was ranked highest on three of the six questionnaires and second, third and fourth on the other three. Although the sample was not large enough to use any statistical technique, the responses provided an indication that these institutions saw their non-traditional studies program as a strategy to attract new students to their institution.

At Delaware County Community College, this program is also seen as a source of new students; however, we believe just as strongly that this is appropriate to our institutional mission and will better enable us to serve the adult community. Of course, the question of the declining birth rate, along with declining enrollments in post-secondary institutions, must be given serious consideration as institutions review their mission and attempt to maintain a stable enrollment and therefore a stable employment situation.

A more precise look at the county's declining birth rate as published by the Pennsylvania Economy League in Report No. 379, concluded in May, 1975 is that "Births in Delaware County for 1973 (the last year for which data are readily available) were about 27% less than 1967, and 44% less than 1960." This message is quite clear in that it tells institutions of higher education that they must either capture a greater share of the recent high school graduates or develop programs to attract "new" students who for a variety of reasons did not continue their education beyond high school, or never completed high school. All things being equal, it would seem that the "new" student would be the easier direction since all post-secondary institutions will be trying to increase their "capture rate" of recent high school graduates, whereas fewer are prepared or care to go into the market for the "new" student.

As mentioned earlier, Delaware County Community College has developed a program to attract "new" students through its non-traditional studies program. This study will help the College clarify who those students are and why they are seeking assessment of experiential learning.

THE PROBLEM

A. Mission Statement

This study is concerned with the identification of the characteristics of non-traditional students seeking assessment of experiential learning and the motivating factors influencing their decision to enter such a program. With the identification of these characteristics and motivating factors, colleges and universities in general, and Delaware County Community College in particular, will be better able to develop educational strategies and systems to meet their students' needs as well as marketing strategies to reach those prospective "new" students not now being served.

B. Objectives

1. To identify and report those characteristics of the non-traditional student seeking assessment of experiential learning in post-secondary institutions nationally, as well as at Delaware County Community College.
2. To identify and report those motivating factors influencing the decision of the non-traditional student to seek assessment of experiential learning in post-secondary institutions nationally, as well as at Delaware County Community College.
3. To identify and report those educational delivery systems most often sought by non-traditional students following their assessment of experiential learning in order to meet degree requirements.

REVIEW OF RELATED LITERATURE

In addition to a manual library search and use of the writer's personal collection of materials on adult education and experiential learning, a computer search was conducted by the Lockheed Retrieval Service under the descriptor, "External Degree".

In discussing the non-traditional student, Richardson et al (1972) indicated that they do not do well on tests designed to predict success in traditional curricula, are more oriented toward practical than intellectual pursuits and come from lower socio-economic groups with different socio-cultural value systems.

In a study dealing with black students and the community college, the Southern Regional Education Board (1970) summarized:

1. Special services should be made available to black students between the time of application and actual entrance into class work.
2. The admission of culturally disadvantaged students calls for adaptations in curriculum offerings to meet student needs.
3. An increase in the number of black students in a junior college should be accompanied by a study of career opportunities and manpower needs and by the addition of new instructional programs to prepare students for these opportunities.
4. The junior college drop-out rate may be reduced by expansion and innovation in the area of special student counseling services.

Wygal (1975) in writing about the community-based movement, raised the question, "What kinds of people are we talking about that the college must reach out to? We must include people who have not prepared themselves to go to college and people whose specific needs for higher education are not being met. We must also include people who have all kinds of special limitations that do not allow them to move about freely within the community to meet specific schedules. In this list would be those individuals ranging from people who are institutionalized to firemen on a swing shift."

In looking at the community college as a community-based institution, Harlacher (1969) indicated that, "The community college will develop aggressive multi-service outreach programs designed to truly extend its campus throughout the entire college district" and "The community college will place increased emphasis on community education for all age levels and all age groups."

Meyer (1975) indicates that more faculty envision more stringent measures for crediting prior learning than that used on the traditional college student. Faculty also do not like to view themselves as creditors, credentialors, or evaluators. Two other faculty arguments against crediting prior learning, as noted by Meyer, were that the process is too subjective and that accrediting agencies will not allow them to grant credit for prior learning. The former argument can be countered by showing how the process

is an examination and not very different from a classroom experience and the latter is not an argument at all since there is no evidence that any accrediting agency specifically prohibits the crediting of prior learning. As a matter of fact, they indicate that one of their primary objectives is to encourage experimental approaches to instruction and learning.

Warren (c.p. Cross and Valley, 1974) reporting on the 1972 study of the Center for Research and Development in Higher Education at Berkeley, said that experiences adults may bring are often neither examined nor credited. Instead, a faculty member or administrator makes a judgment that an applicant's prior experiences are worth some number of credits, and the applicant is thereby placed at some position beyond the usual starting point on the path toward a degree.

Hefferlin (c.p. Cross and Valley, 1974) in the chapter titled, "Awarding Cut-Rate Credits and Discount Degrees" says that external degrees and non-resident instruction complicate the task of detecting educational fraud. As long as an academic degree signified not only a certain degree of competence, but also a certain amount of chair-sitting, fraud was relatively easy to identify: everyone recognized that truly "earned" degrees were awarded only after a period of inculcative servitude. In contrast to honorary degrees and to purchased degrees, they required resident study.

Hefferlin cited interim guidelines for the evaluation of non-traditional study as adopted by the Federation of Regional Accrediting Commission of Higher Education (FRACHE) under which the regional associations are to

assess the award of non-traditional degrees on the basis of criteria and competence "commensurate with the level and nature of the degrees.' They are to assume that the appraisal of student performance rests on explicit standards and objective judgments rather than on merely the learner's self-appraisal.

Hefferlin concluded his chapter with five suggestions for advocates of educational experimentation:

1. In terms of state regulations, if proponents of a new educational idea have a choice of where to implement it, they will be well advised to introduce it through a publicly supported institution rather than through a private college or university unless the private institution is prestigous.
2. In terms of regional accreditation, advocates of a non-traditional program should be advised to organize it within a large and already accredited institution if they wish to avoid any difficulty--or even much contact--with the regional accrediting association.
3. In terms of all accrediting agencies, the advocates of a new program should be prepared to challenge a negative evaluation if its standards of quality match those of other existing programs.
4. Advocates of non-traditional study should recognize that other forces may be more constraining than are state regulations and voluntary accreditation, e.g. graduate and professional schools.

5. While other forces will thus also affect the non-traditional study movement, proponents of new forms of education should be prepared to help lead the inprovement of state regulations and voluntary accreditation--both to assure sufficient monitoring of inadequate quality on the one hand and to avoid illegitimate regulations over qualified programs on the other.

Kray and Wyman (1975), in a study dealing with policies and procedures effecting experiential learning, found the following to be representative of faculty concerns:

> Will the assessment process "water down" the academic standard of the institution? How will this affect the faculty's working conditions? Can life experience glean knowledge of the theories of the discipline or only application of it? Can a faculty member validly assess such knowledge, e.g. what are the appropriate techniques to use in a given specific situation? Would this system lessen the number of students in the division's courses?

Kray (1974) found that in institutions with programs to assess experiential learning, the faculty made the evaluating decisions in only sisty-three percent (63%) of the cases. The remaining thirty-seven (37%) of the evaluations were conducted in the main by administrators. He also found that when the institution was unable to award credit in a specific curriculum of the college, "faculty reluctance" was given as a reason in forty-four percent (44%) of the cases.

Boyer (c.p. Vermilye, 1974) suggests that we mix formal and informal learning throughout the adult working years in his chapter titled, "Breaking Up the Youth Ghetto". By this, he doesn't mean some vague commitment to "continuing education", a term spread like a musty blanket over all sorts of instruction for people over twenty-one. Rather, recurrent education developed for specific groups of adult students to meet specific needs.

In his chapter titled, "Adult Education as Random Experiential Learning", Bergevin, 1967, states that random experiential learning takes place without planning or guidance and without an established purpose or goal. It just happens as we live. The acts involved in living, in doing what we have to do from day to day, contain a great variety of experiences from which we learn. Most of the time, we are unaware of learning taking place. Learning in incidental to what we are doing in most instances of this kind. When Bergevin wrote the above chapter and his book, the concept of assessing experiential learning had not as yet gained momentum in higher education in the United States, but his identifiers of experiential learning succinctly state the process.

Minor, 1968, said that as you plan the teaching/learning process, you should consider six aspects of group study:

1. Sensitize--whatever the topic being studied, the leader needs to sensitize the class to the issue.
2. Organize--adults are going to retain very little they do not learn for themselves; they are going to learn very little they do

not discover for themselves. You must organize the teaching/learning process for discovery.

3. Research--another name for disciplined seeking. In teaching/learning, all must be responsible for the disciplined seeking of new facts, new values and new experiences.

4. Share--some facts can be learned by the isolated individual, but values can be learned best with other people.

5.-6. Decide and Act--teaching is ineffective unless the students follow through their learning to decision and action. Learning is a form of growth and change. When growth and change are not observed in the decisions and actions that follow study, the validity of the learning is doubtful.

Knowles, 1970, made four assumptions of adult learning wherein as a person matures:

1. His self-concept moves from one of being a dependent personality toward one of being a self-directing human being.

2. He accumulates a growing reservoir of experience that becomes an increasing resource for learning.

3. His readiness to learn becomes oriented increasingly to the developmental tasks of his social roles.

4. His time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly his orientation

toward learning shifts from one of subject-centeredness to one of problem-centeredness.

In speaking of the need for assessing the present level of performance of the adult learner, Knowles, 1970, states that we are entering new and unexplored territory in the technology of adult education. He notes that, "Indeed, there is probably no aspect of the technology of adult education that is in greater need of creative contributions by innovative practitioners."

Knowles further points out that different kinds of performance calls for different kinds of assessment procedures. Performance assessment in the area of knowledge requires the participant to demonstrate in some way what he knows (or at least can recall). Performance assessment in the areas of understanding and insight requires that a participant demonstrate his ability to size-up situations, see patterns, develop categories, figure out cause-and-effect relationships, and in general to apply knowledge and thought processes to the analysis and solution of problems. Performance assessment in the area of skills requires that the participant do the action in question and have his proficiency rated in some way. Performance assessment in the areas of attitudes, interests and values is much more difficult and even less precise than in the areas of knowledge, understanding and skill. Role playing and reverse-role playing has been used to get insight into people's attitudes and decision-making exercises can help a person discover which values he chooses under pressure. Knowles

concluded that the technology has to advance much farther than it has before we can get clear assessments in these areas.

Kidd, 1969, in discussing ways in which adults learn, listed seven myths of learning. These myths along with a summary of his responses are as follows:

1. You can't change human nature.

   Human behavior, in very fundamental ways, is being changed every day, and human nature and human personality can be profoundly reshaped.

2. You can't teach an old dog new tricks.

   The capacity of adults to learn is enormous.

3. The "hole in the head" theory of learning.

   Many people speak of learning as if it were some process by which an entrance is somehow forced into the brain and facts are poured in. Concomitant to this notion is that the heads and minds of children are regarded as easier to penetrate than adults.

4. The all-head notion of learning.

   Man is much more than mind and intellect. Most of us have become increasingly aware that man is a creature of emotions and feelings and that these have an important part in learning.

5. The "bitter-sweet" notion.

   These contradictory views state:

   a) Learning cannot happen when it is exciting and exhilarating.

b) There is no learning except when accomplished by harsh unpleasantness.

What we must expect, of course, is that most of learning is difficult, wearing, repetitive--the hardest kind of work, which we accept only because of objectives we seek and satisfactions we shall earn.

6. The mental age of the average adult is twelve years.

The adult is not just a larger child: the cells of his body are different, his experiences are vastly different. Data derived from research with children are only useful if applied with care and if rigorously checked against adult experience as well as with data collected from systematic observation of adults.

7. Unless you have a high I.Q., all hope abandon.

There is a great part of human life, human achievement, and human dignity, that is not at all comprehended by even the best intellectual standards. There are other kinds of worthiness to be sought after and nourished. Concentrating all attention on what is measured by rather imperfect instruments (the "intelligence tests") is to omit much of what is richest in life.

Coleman, 1974, said that experiential learning proceeds in almost reverse sequence from information-assimilation. It does not use a symbolic medium for transmitting information, and information is in fact generated

only through the sequence of steps themselves. The steps are:

1. Acting
2. Understanding the particular case
3. Generalizing
4. Acting in a new circumstance

In characterizing properties of experiential learning, Coleman made the following points:

1. It is time consuming.
2. It is not at all effective when the consequence of action is separated in time or space from the action itself.
3. When consequence is perceptibly connected to action, then such experiential learning provides a direct guide to future action. There is no hurdle from a symbolic medium to action, but only modification of the action to fit the circumstance.
4. It is likely that the bypassing of symbolic media is responsible for the frequent observation in experiential learning that the student does not perform well on paper and pencil tests, although in observation of his behavior, he appears to have learned the phenomenon well.
5. Contrasted to the information-assimilation mode, in the experiential mode of learning, motivation is intrinsic. Since action occurs at the beginning of the sequence rather than at the end, the subjective need for learning exists from the outset.
6. The weakest link in the experiential process of learning appears to

be in generalizing from the particular experiences to a general principle applicable in other circumstances.

7. Experiential learning appears to be less easily forgotten than learning through information-assimilation.

DEFINITION OF TERMS

1. Andragogy - the art and science of teaching adults.

2. Assessment - a valuation by authorized persons according to their discretion.

3. Competence - the ability to exhibit the level of performance that is requisite to the successful attainment of a particular goal.

4. Competency Objective - criteria for meeting an acceptable standard of skill.

5. Experiential Learning - learning that takes place independent of classroom instruction and related practices such as term papers.

   Sponsored Experiential Learning - learning that takes place under the direction of a college or university with learning outcomes defined in a setting other than the traditional college classroom.

   Non-sponsored Experiential Learning - learning that takes place, usually prior to enrollment in a program of study leading to a degree, and without learning outcomes defined in advance which can be related to the individual's educational goals.

6. Individualized Instruction - the process of learning utilizing materials not requiring the intervention of a second party.

7. Learning - the process by which an activity originates or is changed through reacting to an encountered situation, provided that the characteristics of the change in activity cannot be explained on the basis of native response tendencies, maturation, or temporary states of the organism (e.g. fatigue, drugs, etc.)

8. Non-traditional Studies - a specially-designed program based on new or unconventional forms of education free of the time and place limitations of traditional classroom instruction.

LIMITATIONS OF THE STU

In any study, there emerge a series of v[illegible]bles which cannot be controlled. This study is no exception. Ther[illegible]ore, the following should be noted as limitations to this study:

1. Responses from directors of experiential learning assessment programs include their estimations and perceptions as well as hard data.
2. Responses from applicants to the LEAP program at Delaware County Community College include those students who have completed the assessment process as well as those in the early application stage.
3. The nature of the study is descriptive and will not lend itself to the application of statistical techniques.
4. The recommendations are based on responses of both of the above groups as interpreted by the writer.

BASIC ASSUMPTIONS

This study makes the following basic assumptions:

1) That the responses of the CAEL directors provide an accurate and unbiased composite of the students in their program from January 1, 1975 to December 31, 1975.

2) That the anonymous responses of the Delaware County Community College LEAP applicants are accurate and unbiased.

3) That general inferences and recommendations can be concluded from these two sets of data.

4) That these responses are representative of all applicants who might seek to have their experiential learning assessed.

METHODS OF STUDY AND ANALYSIS OF DATA

In order to achieve those objectives as stated in Chapter II, a questionnaire (see Appendix C) was distributed to 186 CAEL institutions of higher education nationally. Responses were received from 82 institutions (44%) of which 38 (21%) indicated that at the present time, they were not assessing experiential learning and 44 (24%) advised that they were. It should be noted that of the completed questionnaires, several contained incomplete data with indications that information on a specific question was not available. Since in most cases, the cumulative responses to each individual question of all reporting institutions was usable, this created no major problem. This questionnaire asked for responses from the directors of experiential learning programs requesting appropriate information on students in their program from January 1, 1975 to December 31, 1975. A similar questionnaire (see Appendix D) was developed and distributed to 305 students who have applied to the Life/learning Experience Assessment Program (LEAP) at Delaware County Community College for that same period of time. Responses were received from 70 students (23%). Although the data requested from students and the data requested from directors of experiential learning assessment programs is incompatible for statistical treatment, comparisons will be drawn when appropriate.

The data requested in the questionnaires for each of the objectives is as follows:

A. Objectives

1. To identify and report those characteristics of the non-traditional student seeking assessment of experiential learning in post-secondary institutions nationally, as well as at Delaware County Community College. Those characteristics being reported are as follows:

a) Age

The 70 responses from the DCCC sample indicated a mean age of 39 with a range from 19 to 64 years of age whereas the 41 colleges reported a total mean age of 33 years of age with a mean range from 20 to 56.

Ten (10) of these institutions reported the low range at below 20 years of age. Twenty-four (24) institutions reported the higher range at age 56 and above. The single low age reported was 17 with the single high age reported as 80.

In general terms, it can be said that DCCC is attracting older applicants into its program which can be attributed to the nature of the community, essentially urban, along with the curriculum emphasis in areas in which work experience would directly relate.

b) Sex

The DCCC sample had responses from 41 males (59%) and

29 females (41%) whereas the 40 reporting institutions indicated 1,494 males (56%) and 1,183 females (44%).

When you take into account that the preponderance of credit is in the business area (which up until this time has been strongly male dominated), along with the fact that the mean age is somewhere in the mid-thirties, one would expect that the male population would dominate the sample.

c) Marital Status

In analyzing this set of data, the DCCC sample as noted below is a summary of the actual statistics as reported by the respondents. In the case of the 25 reporting institutions, since this data was requested by percentage, it was necessary to multiply each of the marital status categories by the total number of students reported. Following that calculation, the data was summarized so that some basis for comparison could be made.

TABLE I
Students by Marital Status

	DCCC		25 Institutions	
	N	%	N	%
Single	7	10	451	23
Married	37	53	1,312	66
Separated	21	30	75	4
Divorced	4	6	105	5
Widow (ers)	1	1	49	2

It is evident that the greatest disparity in the above tables is between the percentage of students in the "Separated" category. The writer has no explanation for this apparent difference. The only other disparity would be in the "Single" category, but the difference in mean age of the two groups (33 versus 39 as reported earlier) can account for this.

d) Years of Formal Education

The table below clearly outlines the formal education of those applicants seeking to have their experiential learning assessed. Again it was necessary to multiply each of the grade category percentages by the number of students in order to make a comparison of the data. By observation, it can be noted that there is considerable disparity between the two populations. It would seem that this is caused by the types of institutions included in the sample. Of the 44 institutions reporting, 35 (79%) were four year colleges and universities whereas only 9 (21%) were two year institutions. It is likely, therefore, that applicants with a greater amount of formal education would apply to a four year rather than a two year institution.

TABLE II
Students by Years of Formal Education

	DCCC		36 Institutions	
	N	%	N	%
Less than high school	1	1	47	2
High school graduate	42	60	745	29
1 year of college	15	22	551	21
2 years of college	7	10	809	31
3 years of college	2	3	293	11
College graduate	3	4	169	6

e) Years Since Formal Education

Tabulating the data concerning the number of years since applicants have been involved in a formal educational program, indicates that the DCCC population of 70 applicants has been away for a mean average of 13 years whereas the population of the 27 reporting institutions has been away for only 7 years. This 6 year difference is identical with the 6 year age difference (39 to 33) as reported earlier in this paper.

f) Income Level

The mean annual income of the 54 DCCC applicants responding to this question was $16,034 whereas the 12 institutions reported the annual income of their students to be a mean of $10,383.

This data clearly indicates that DCCC is attracting the middle income levels of the community. It should be noted that Delaware County is one of the top 50 counties in the United States in per capita income.

It was quite evident that the large majority of directors of experiential learning assessment programs did not collect this type of data since only 12 of 44 responded.

g) Employment Data

This distinction between the two groups of students listed below by employment categories is self-evident. The DCCC population has a considerably higher percentage of professional and skilled labor employees in its sample whereas the 30 institutions report a larger percentage of supervisory personnel. It should be noted that in the "Other" category of the 30 institutions, the largest majority of the 251 individuals were employed by the military.

TABLE III
Students by Employment Status

	DCCC		30 Institutions	
	N	%	N	%
Professional	9	13	106	4
Managerial	11	16	397	17
Supervisory	11	16	699	29
Skilled Labor	27	39	523	22
Unskilled Labor	2	3	101	4
Self-Employed	3	4	126	5
Unemployed	5	7	147	6
Never Employed	0	0	46	2
Other	2	3	251	11

2. To identify and report those motivating factors influencing the decision of the non-traditional student to seek assessment of experiential learning in post-secondary institutions nationally, as well as at Delaware County Community College.

Table IV and V below report the data received from the DCCC applicants and the responses of the 38 reporting institutions. Table IV depicts a weighting of the responses since the director of each institution's experiential learning assessment program was asked to rank the three most common motivating factors, i.e. 1=highest; 2=second highest; 3=third highest. In order to compare this data with the singular responses of the DCCC applicants, a reverse weighting system was employed which gave a weight of 3 to the highest response, 2 to the second highest response, and 1 to the third highest response.

The most interesting aspect to this data was the fact that the percentage of DCCC applicants involved in this program for "self-satisfaction" (36%) more than doubled the percentage of weighted responses from the reporting institutions (14%). This was not totally unexpected when you take into account the disparity in income levels between the two groups.

In the "other" category of the reporting institutions, as well as DCCC, the predominant response penciled in was "to get my degree faster."

TABLE IV

Weighting of Ranked Responses to Factors Motivating Students to Seek Assessment of Experiential Learning from 38 Reporting Institutions

	Ranking	N	Weighting	Weighted Responses		% of Weighted Responses
Upward mobility within present position	1	19 x	3	57		
	2	6 x	2	12		
	3	6 x	1	6		
				Total	75	35
Upward mobility within industry	1	8 x	3	24		
	2	5 x	2	10		
	3	7 x	1	7		
				Total	41	19
Seeking a new career	1	2 x	3	6		
	2	15 x	2	30		
	3	8 x	1	8		
				Total	44	20
Self-satisfaction	1	2 x	3	6		
	2	8 x	2	16		
	3	9 x	1	9		
				Total	31	14
Family Motivations	1	0 x	3	0		
	2	1 x	2	2		
	3	1 x	1	1		
				Total	3	1
Other	1	7 x	3	21		
	2	0 x	2	0		
	3	2 x	1	2		
				Total	23	11
				Grand Total	217	

TABLE V
Factors Motivating Students to Seek
Assessment of Experiential Learning

	DCCC		38 Reporting Institutions	
	N	%	Weighted Responses	% of Weighted Responses
Upward mobility in present position	16	23	75	35
Upward mobility within industry	10	14	41	19
Seeking a new career	14	20	44	20
Self-satisfaction	25	36	31	14
Family motivations	1	1	3	1
Other	4	6	23	11

3. To identify and report those educational delivery systems most often sought by non-traditional students following their assessment of experiential learning in order to meet degree requirements.

There were 39 institutions responding to this particular section of the questionnaire. Table VI depicts the number and percentages of institutions utilizing the variety of delivery systems. As expected, all (100%) utilize traditional campus based courses whereas only 7 (18%) use correspondence type programs and 14 (36%) use television based courses.

Table VII indicates that the majority use a multiplicity of delivery systems with only 5 institutions (13%) using a single system of traditional campus based courses.

TABLE VI
Delivery systems used by 39 reporting institutions following the assessment of experiential learning

	N	% of Reporting Institutions
Traditional campus-based courses	39	100
Individualized Study programs	30	77
Correspondence courses	7	18
Field-based Education	24	62
Television courses	14	36
Traditional courses--location near home	22	56
Traditional courses--student's place of employment	13	33

TABLE VII
Number of delivery systems used by 39 Reporting Institutions

No. of Delivery Systems	No. of Institutions	% of Institutions
1	5	13
2	5	13
3	8	21
4	6	15
5	6	15
6	7	18
7	2	5

General data about the responses from institutions and DCCC students not analyzed in the objectives is as follows:

1. The 44 post-secondary institutions assessing experiential learning represented 19 states.

2. These 44 institutions were categorized as follows:

Public 4 year	- 16 (36%)
Private 4 year	- 19 (43%)
Public 2 year	- 9 (21%)
Private 2 year	- 0 (0%)

3. The 40 institutions reporting data on numbers of students indicated that 2,677 were assessed during 1975 for a mean of 67 students per institution. The range was from 7 to 350 students.

4. DCCC applicants indicated that, in their opinion, the discipline area which would bring the largest award of credit would be as follows:

TABLE VIII
DCCC Students by Curriculum

	N	%	
Business Management	14	20	
Data Processing	3	4	
Hotel-Restaurant Management	2	3	
Retail Management	4	6	
Secretarial Science	10	14	
Accounting	2	3	
Business Administration	7	10	60%
Administration of Justice	4	6	
Applied Technology	15	21	
Fire Science Technology	1	1	
Liberal Arts	6	9	
Counseling	1	1	
No Response	1	1	

The heavy emphasis in the generic area of business can be attributed to the fact that the first five curricula selected to have competency objectives prepared and, therefore, have criteria available for the evaluation of students, were the first five business-oriented programs listed above. This area, representing 60% of the students applying to the program, can also be more readily identifiable with specific discipline areas within the College.

The large percentage in Applied Technology can be traced to the breadth of the curriculum, as well as a large concentration of technical industries in the county.

Since the question asked of institutions was open-ended in requesting the single curriculum area for which the greatest number of credits was awarded, the writer has grouped these curricula into broader areas than specifically reported, e.g. management=business.

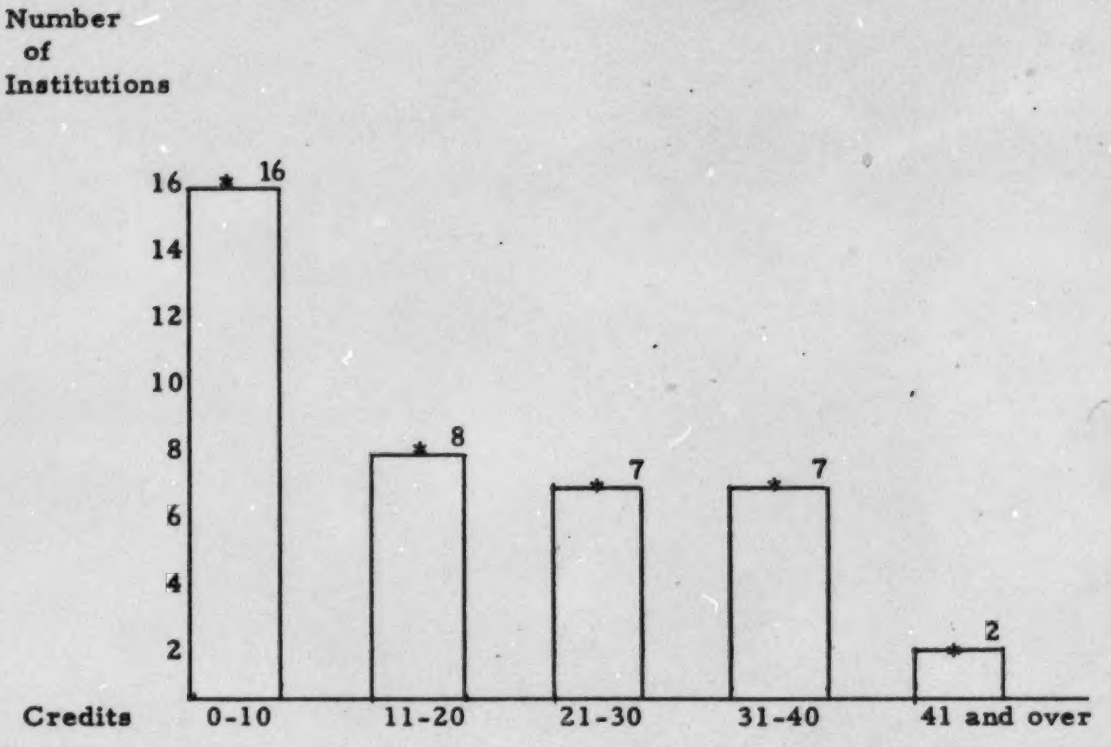
TABLE IX
National Students by Curriculum

	N	%
Business	15	36
Liberal Arts	11	26
Behavioral or Social Sciences	5	12
Human Services	6	14
Technical	5	12

The results of this section favors the business area probably since again, work experience can be more easily identified to a specific discipline.

5. Average Credits Awarded--The 40 institutions reporting indicated a mean average of 20 credits awarded. This is considerably higher than a 1974 study by the Cooperative Assessment of Experiential Learning (CAEL) who reported a mean average of 10 credits being awarded in a survey of 226 institutions. The following frequency diagram may give a better picture of the award of credits.

TABLE X
Average Award of Credits of
40 Reporting Institutions



The range of average credits awarded was from 3 to 70 credits, however, there were only two institutions reporting and average credit award in excess of 41.

It is clearly evident that although the mean average of credits awarded is 20, there are 16 of the 40 institutions which award an average of 10 credits or less.

SUMMARY AND RECOMMENDATIONS

A brief summary of the data collected will attempt to concisely review the salient points of this study.

1. There was a 6 year difference in the mean age of the two groups with the DCCC sample being 39 and the national sample, 33.
2. There was a 6 year difference in the mean number of years since formal education with the DCCC sample being 13 and the national sample, 7.
3. The mean income level of the DCCC sample was $16,034 with the national sample being $10,383.
4. The number of males and females in each group was reasonably comparable with the DCCC group showing 59% males and 41% females, and the national sample reporting 56% males and 44% females.
5. The major disparity in the marital status of the two groups was in the "separated" category with the DCCC sample reporting 30% and the national sample, 4%.
6. The DCCC sample indicated that only 39% had any formal education beyond high school whereas the national sample reported 69% having had some formal education at the post-secondary level.
7. The employment status of the DCCC sample showed a total of 52% in the "professional" and "skilled labor" categories whereas the national sample depicted 26% for the same two categories.

8. The DCCC sample indicated that "self-satisfaction" (36%) was the single most important factor motivating students to seek the assessment of experiential learning whereas the national sample showed "upward mobility in present position" (35%) as the major factor.

9. The majority of institutions, 33 (87%), reported using a multiplicity of delivery systems following the assessment of experiential learning.

10. Business-oriented curricula were predominant in both samples.

11. Of the 44 post-secondary institutions in the national sample, 16 (36%) were public 4 year, 19 (43%) private 4 year and 9 (21%) public 2 year with no private 2 year institutions.

12. The mean average award of credits of the national sample was 20 credits, however, 16 of the 40 institutions (40%) indicated that they awarded 10 credits or less.

The data portrays that the DCCC sample compared to the national sample in attracting an older (39 years of age vs. 33), more affluent ($16,034 vs. $10,383) student who is seeking a degree more for "self-satisfaction."

This data clearly indicates that DCCC is not reaching the low income population of the county with their experiential learning assessment program. This is important since many believed that this was the primary group for whom the College was established.

If the College is to fulfill its mission, it must develop marketing strategies to reach the lower income populations of the county. Information on the program must be disseminated through agencies such as Department of Public Welfare, Bureau of Employment Security, agencies serving the minority populations, etc. It will also be necessary to develop educational delivery systems that are more flexible than the traditional campus-based courses in order to meet the needs of this group.

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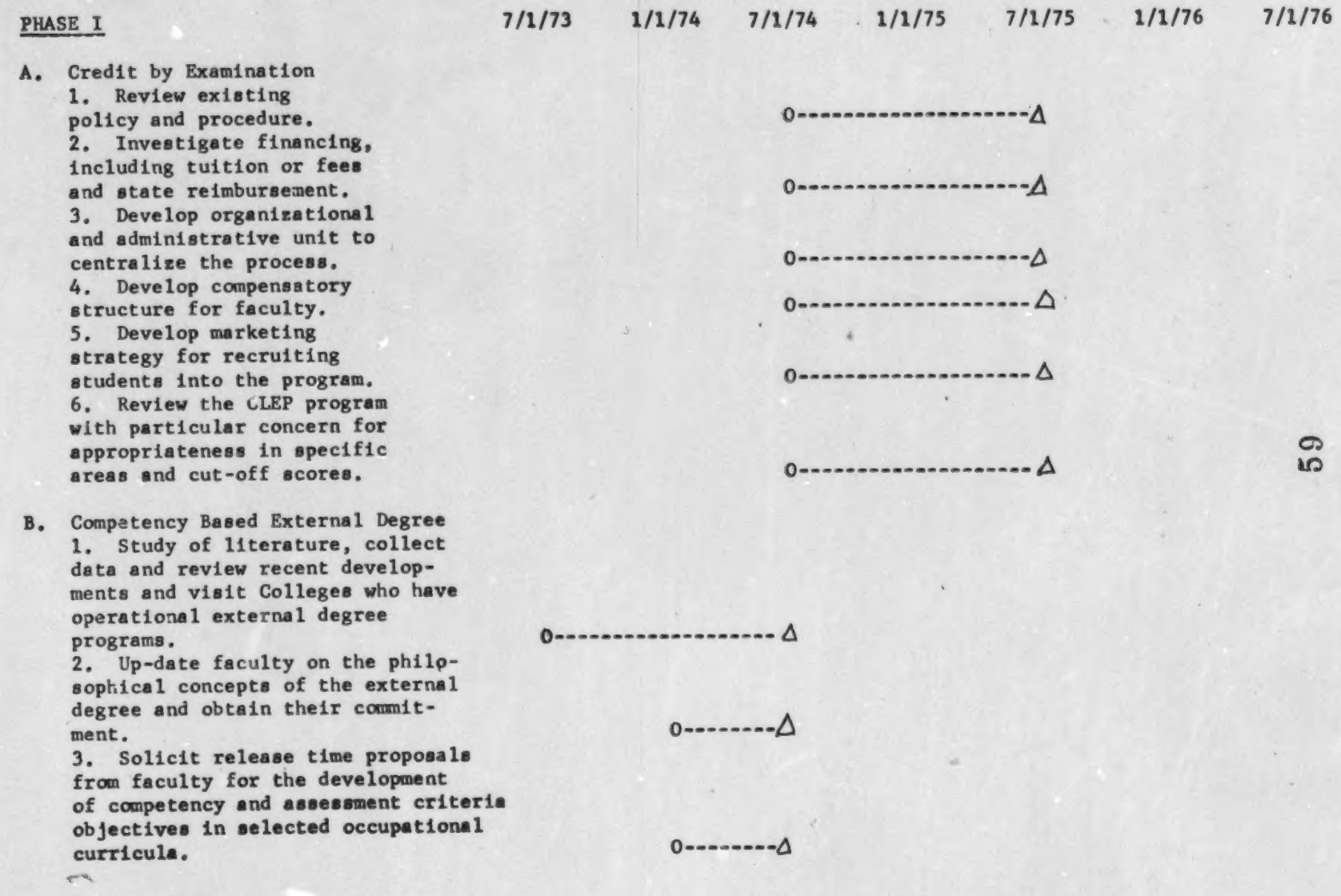
APPENDIX A

A MULTI-PHASED APPROACH TO THE DEVELOPMENT OF THE EXTERNAL DEGREE PROGRAM AT D.C.C.C.

Legend: O = Begin; Δ = Completion and/or implementation


PHASE I
7/1/73
1/1/74
7/1/74
1/1/75
7/1/75
1/1/76
7/1/76
A. Credit by Examination
1. Review existing policy and procedure.
2. Investigate financing, including tuition or fees and state reimbursement.
3. Develop organizational and administrative unit to centralize the process.
4. Develop compensatory structure for faculty.
5. Develop marketing strategy for recruiting students into the program.
6. Review the CLEP program with particular concern for appropriateness in specific areas and cut-off scores.
B. Competency Based External Degree
1. Study of literature, collect data and review recent developments and visit Colleges who have operational external degree programs.
2. Up-date faculty on the philosophical concepts of the external degree and obtain their commitment.
3. Solicit release time proposals from faculty for the development of competency and assessment criteria objectives in selected occupational curricula.

	7/1/73	1/1/74	7/1/74	1/1/75	7/1/75	1/1/76	7/1/76
4. Retain a consultant to work with the above faculty in the development of competency objectives and assessment criteria selected.		0-------Δ					
5. Investigate the consortia Cooperative Assessment of Experiential Learning (CAEL) as being developed under a grant from the Carnegie Foundation by the Educational Testing Service.		0-------Δ					
C. Funding Development both of Competency Objectives for the External Degree							
1. Fund for the Improvement of Post-Secondary Education.		0-------Δ					
2. Vocational Education Funds.		0-------Δ					
3. Pennsylvania Open College Fund.		0-------Δ					
4. DCCC released time funds.		0-------Δ					
D. Placement Testing							
1. Review relationship to Credit by Examination and consider possible integration of certain aspects.				0----------Δ			
2. Consider centralization of the process.				0----------Δ			
3. Consider ramifications of a fee structure as the Placement Testing might interface with Credit by Examination.				0----------Δ			
E. Assessment Center							
1. Consider development in light of some of the above.				0----------Δ			

	7/1/73	1/1/74	7/1/74	1/1/75	7/1/75	1/1/76	7/1/76
2. Consider organizational and administrative relationships.			0	----------	Δ		
3. Consider staffing.			0	----------	Δ		
4. Consider operational costs.			0	----------	Δ		
5. Consider relationship to existing structure and where assessing ends and counseling begins.			0	----------	Δ		

PHASE II

A. External Degree							
1. Review and evaluate overall process to date in light of delivery system and organizational structure to accomplish goals.					0	----------	Δ
2. Initiate faculty involvement and funding for the development of remaining occupational curricula.					0	----------	Δ
3. Initiate the development of the competency objectives "concept" with faculty and others within the college and university transfer curriculum.					0	----------	Δ
4. Begin discussions with four year colleges on a cooperative arrangement to accept transfer students from the external degree program.				0	----------	(7/1/77)	---------- Δ
B. Other							
1. Anticipate organizational structure necessary to encompass existing internal policies and developing policies into one administrative unit.				0	----------	----------	Δ

PHASE III

	7/1/73	1/1/74	7/1/74	1/1/75	7/1/75	1/1/76	7/1/76
A. External Degree							
1. Evaluate effectiveness of the program from a stand point of acceptability, marketing strategy, and effect on existing programs.					O----------Δ		
2. Examine cost effectiveness of program.					O----------Δ		

APPENDIX B

ABSTRACT

TITLE: The Structure and Financing of a Program to Assess Experiential Learning

AUTHOR: Eugene J. Kray, Dean of Instruction--Continuing Education and Non-Traditional Studies, Delaware County Community College, Media, Pennsylvania.

This study was conducted to determine if there was a predominant structure for the administration of a program to assess experiential learning. Another purpose was to consider various financing procedures for this concept with the hope of developing a financial model.

One hundred fifty questionnaires were distributed to institutional representatives of the Cooperative Assessment of Experiential Learning (CAEL), Princeton, N.J., asking for information on structure, current practices and finance. Out of one hundred three responses received, eighty had indicated that they were awarding or planned to award experiential learning credit; twenty indicated no and three indicated yes, but had insufficient data. These eighty institutions represented a good cross section of higher education geographically and in type.

From the data analyzed in the study, it was concluded that the process of awarding experiential learning credit is housed most often in the office of the Dean of Instruction with the faculty making most of the evaluating decisions based on documentation, interviews, letters of testimony, job descriptions and examinations.

The criteria against which to measure a person's experiential learning were competencies, courses and general background of individuals in a wide range of curricula. Forty-two percent of responding institutions indicated a range of curricula for which experiential learning credit could not be awarded with faculty and administrative reluctance being the major reasons. The maximum credits that could be awardedshowed no specific pattern and ranged from 3 to no limit.

Most institutions neither received state nor local funds for this process and forty-six percent charged no fees to students. Of these institutions charging fees, most felt that they were equitable and cost effective. Fifty-eight

percent of responding colleges reported that full time faculty who are involved in the assessment of experiential learning did so as a part of regular load with no additional compensation. Twenty-four of the eighty institutions indicated that they had a bargaining unit, but in only three cases was the question of compensation negotiated.

The data collected from community colleges was compared against the total sample with no distributive difference in any of the categories.

ABSTRACT

TITLE: Policies, Procedures and Politics Effecting Experiential Learning

AUTHORS: Eugene J. Kray, Dean of Instruction--Continuing Education and Non-Traditional Studies, Delaware County Community College, Media, Pennsylvania.

Bruce T. Wyman, Professor of Behavioral Sciences, Delaware County Community College, Media, Pennsylvania.

Assessment of Experiential Learning is a relatively new concept in higher education. This study was designed to gather information from institutions already embarked in this area to discover some of the problems encountered and to make recommendations to institutions contemplating developing such a program relative to resistances and difficulties to expect and strategies to meet such. In most cases, significant policy revisions are required and change is always fraught with potential problems.

Building on an earlier study done by one of the authors wherein eighty-six schools from the CAEL membership lists had responded, the authors sent out a preliminary survey to these same schools. After some early screening, thirty final and detailed questionnaires were distributed. Fifteen were returned. From these fifteen, depicted are six mini-case studies which approached or met the following criteria: the institutions have had an assessment of experiential learning system for at least two years, they must be currently involved with at least one hundred students per year and must have had to make policy revisions in order to implement the assessment process. Four of the six chosen schools met these requirements fully: New College of California, Northeastern Illinois University, Sterling College and Webster College. The College of Saint Rose was included although it only currently has ninety students enrolled in this program and State Technical Institute of Memphis was included even though it has only been in existence one year as it already has twelve hundred students enrolled in this program.

Using these six mini-case studies plus applicable data gleaned from six other respondees who did not approach the requisite criteria, the policies, procedures and politics are then summarized in terms of Faculty Related, Business Office, Registrar, Admissions, Accrediting and Transfer, Publicity and Obtaining a Program Director Problems. Recommendations are made to meet each of these areas of difficulties, resistances to the

concept and difficulties in implementation are delineated and dealt with. Involvement and articulation of all parties from the earliest possible time on, plus a participatory governance structure to shape and develop the policy revisions seem to be keys to early acceptance and successful development of a system for assessing experiential learning.

ABSTRACT

TITLE: Faculty Attitudes Toward Assessment of Experiential Learning.

AUTHOR: Eugene J. Kray, Dean of Instruction--Continuing Education and Non-Traditional Studies, Delaware County Community College

This study was conducted to determine if there is a significant difference toward theories of learning between faculty who assess experiential learning and those who do not.

A questionnaire was prepared utilizing five statements from the behaviorist position and five statements from the cognitive constructionist position requesting faculty to respond using a six point modified Likert scale ranging from "strong support" to "strong opposition". Weighting factors were applied in order to determine a raw score for each of these responses. The data was then grouped into the two categories, i.e. those faculty who assess experiential learning and those who do not.

The 595 questionnaires were distributed to faculty of 54 two and four year institutions representing colleges and universities with traditional programs as well as those with well defined programs established to assess experiential learning. Out of the 201 (34%) responses returned prior to the cut-off date, 114 faculty were involved in the assessment of experiential learning, 68 were not, and 19 were unusable.

A t-test was applied to the sample means which indicated a significant difference between the two groups of faculty at the .05 level of significance and at the .001 level. By inspection, it was also determined that the faculty who assess experiential learning tended to take the cognitive constructionist position and those who do not, the behaviorist position. Both groups represented a cross section of academic disciplines.

It was recommended that another study be conducted with a pre-test, post-test structure to determine if the faculty who were selected to assess experiential learning were selected on the basis of their cognitive constructionist school of thought, or were they in fact behaviorists, or some other school of learning theory, and did the interaction with students alter their attitudes toward theories of learning.

ABSTRACT

TITLE: An Evaluation of A Faculty Orientation Package to the Life/learning Experience Assessment Program at Delaware County Community College

AUTHOR: Eugene J. Kray, Dean of Community Education, Delaware County Community College, Media, Pennsylvania

This study was conducted to evaluate a self-instructional orientation package to the Life/learning Experience Assessment Program (LEAP) at Delaware County Community College.

Although this is a relatively new concept, a cadre of faculty at DCCC have been involved in the development of the program as well as assessing experiential learning for 18 months. These faculty were oriented through a series of workshop sessions, either in groups of two or three, or individually. These orientation sessions were several hours each and time consuming, not only for the Dean of Community Education, but the faculty as well, and there was also some question as to the effectiveness of this process.

It was decided that the methodology which would be most efficient and effective was a self-instructional package which would include a rationale, objectives, pre-assessment, post-assessment, learning activities, and provision for revision of the package itself.

After developing these materials, the post-assessment was administered to those nine faculty who were "traditionally oriented" without benefit of the total instructional package. The instructional package containing all of the previously mentioned materials was then given to nine new faculty who will soon be involved in the assessment of experiential learning process. Although the sample was too small to employ any statistical technique, it is of interest to note that the faculty who were traditionally oriented had a mean score of 69.9, whereas those faculty using the instructional package had a mean score of 88.3.

An item analysis was used on the post-assessment and revisions were made in the learning activities as well as the post-assessment. In addition, appropriate recommendations of the faculty for improving the instructional package were included in a revision.

APPENDIX C

Delaware County Community College
Media, Pennsylvania 19063 353-5400

February 25, 1976

MEMORANDUM

To: My Colleagues in the Assessment of Experiential Learning

From: Eugene J. Kray, Dean of Community Education

Subject: Survey titled, "The Non-Traditional Student Seeking Assessment of Experiential Learning--Who and Why?"

As you may know from earlier requests, I have been conducting research in the field of experiential learning, and if you participated in any of these studies, abstracts have been forwarded to you. I hope they provided some contribution to the field and were of some use to you. Titles of these studies are:

"The Structure and Financing of a Program to Assess Experiential Learning"
"Policies, Procedures and Politics Effecting Experiential Learning"
"Faculty Attitudes Toward Assessment of Experiential Learning"
"An Evaluation of a Faculty Orientation Package to the Life/learning Experience Assessment Program (LEAP) at Delaware County Community College"

If you would like to receive abstracts of these studies, do not hesitate to write. Each of the total studies has been published by ERIC.

Another area in this developing field of experiential learning is the student; "Who is he/she, and why are they here?". The enclosed questionnaire, which is being sent to all CAEL member institutions is an attempt at identifying those characteristics and motivating factors of students seeking assessment of experiential learning. Your assistance in completing it would be most appreciated; it will only take a few minutes. If your institution is not now involved in the assessment of experiential learning, please answer only question number 1. May I ask that you complete this survey as soon as possible and return it to me by March 8, 1976.

Institutions will not be identified individually in this study. If you would like to receive a copy of the abstract and summary of the findings, please so indicate on the attached form and return it in the enclosed envelope. Thank you very much.

EJK:g

Enc.

SURVEY ON THE NON-TRADITIONAL STUDENT SEEKING ASSESSMENT OF EXPERIENTIAL LEARNING

Please answer all questions. If the data requested is not readily available, please approximate your response. If your institution is not now involved in the assessment of experiential learning, please answer only question #1.

1. Type of Institution of Higher Education:

   _____ Public Two-Year
   _____ Public Four-Year or University
   _____ Private Two-Year
   _____ Private Four-Year or University

2. Approximate number of students who have completed the assessment process at your school from January 1, 1975 to December 31, 1975.

   _____ Male _____ Female _____ Total

3. Estimated percentage of students by marital status:

   _____% Single _____% Married _____% Separated _____% Divorced
   _____% Widow(ers)

4. What is the average number of credits awarded to each student following the assessment of experiential learning? _____

5. Name the one curriculum area in which the largest number of students are awarded credit for experiential learning, e.g. Business Administration, Data Processing, Liberal Arts, Accounting.

   _____

6. The students in your program range in age from _____ to _____ with the estimated average age being _____.

7. For those students who are fully employed, the average income is $_____.

8. What percent of your entering students would fit into the categories listed below in terms of their formal education?

   _____% less than high school
   _____% high school graduate
   _____% 1 year of college
   _____% 2 years of college
   _____% 3 years of college
   _____% college graduate
   (Check here if you are a graduate school awarding experiential learning credit. _____)

(OVER)

9. How many years has it been since the average student entering your program has been involved in a formal educational program? _____

10. In looking at the employment history of your students, please approximate the percentage employed (or previously employed) in the following categories:

_____% professional (e.g. lawyer, doctor)
_____% managerial (e.g. dept. head, treasurer)
_____% supervisory (e.g. foreman, leader)
_____% skilled labor (e.g. typist, salesman, carpenter)
_____% unskilled labor (e.g. laborer, maid)
_____% self-employed (e.g. retailer)
_____% unemployed
_____% never employed
_____% other _____

11. Please rank in order the three most common motivating factors that typically influence the decision of students to have their experiential learning assessed. Please rank only three. 1=highest; 2=second highest; 3=third highest.)

_____ Upward mobility in present position
_____ Upward mobility within industry
_____ Seeking a new career
_____ Self-satisfaction
_____ Family motivations
_____ Other _____

12. Following the assessment of experiential learning, which of the following delivery systems are used at your institution so that a student may complete his degree requirements. (Check those that apply)

_____ Traditional campus-based courses
_____ Individualized study programs with occasional faculty monitoring
_____ Correspondence courses
_____ Field-based education (internships--cooperative education)
_____ Television courses
_____ Traditional courses offered at location near home (off campus or extension centers)
_____ Traditional courses offered at student's place of employment

REPLY FORM

Please send me a summary of the findings and an abstract of the study titled:

_____ "The Non-Traditional Student Seeking Assessment of Experiential Learning--Who and Why?"

Please send me an abstract of the following studies:

_____ "The Structure and Financing of a Program to Assess Experiential Learning"

_____ "Policies, Procedures and Politics Effecting Experiential Learning"

_____ "Faculty Attitudes Toward Assessment of Experiential Learning"

_____ "An Evaluation of a Faculty Orientation Package to the Life/learning Experience Assessment Program (LEAP) at Delaware County Community College"

Name _____

Institution _____

Address _____

_____

APPENDIX D

Delaware County Community College
Media, Pennsylvania 19063 353-5400

March 1, 1976

MEMORANDUM

To: Applicants Interested in the Life/learning Experience Assessment Program (LEAP)

From: Eugene J. Kray, Dean of Community Education

Subject: Survey and Follow Up with Simplified Format

The purpose of this letter is twofold:

1. To ask your assistance in completing the enclosed survey instrument in connection with a study I am undertaking for my doctoral studies at Nova University.

2. To forward you a slightly simplified format for the LEAP program. If you have not followed through on the assessment process, give me a call. I would like to help. The greatest concern that applicants have in this process is the gathering of documentation for their portfolios. If this is what is holding you up, give me a call since there are alternatives to documentation.

With regard to the survey, you will note that it calls for an anonymous response in order to keep all of the information confidential. May I ask that you complete this survey as soon as possible and return it to me by March 8, 1976. Your assistance in this matter is greatly appreciated.

EJK:g

Enc.

SURVEY OF LEAP APPLICANTS

Please answer all questions to the best of your ability and estimate if you do not have the exact data.

1. Age_____ Sex: M____ F____ Present annual income_____

2. Marital Status: _____ Single; _____ Married; _____ Separated; _____ Divorced; _____ Widow(er)

3. Circle the grade level of education you have completed prior to applying to the LEAP program: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16.

4. How many years (prior to applying to the LEAP program) has it been since you have been involved in a formal educational program (school or college)? _____

5. Please check the one category which best describes your present position:

_____ Professional (e.g. lawyer, doctor)
_____ Managerial (e.g. dept. head, treasurer)
_____ Supervisory (e.g. foreman, leader)
_____ Skilled labor (e.g. typist, salesman, carpenter)
_____ Unskilled labor (e.g. laborer, maid)
_____ Self-employed
_____ Unemployed
_____ Never employed
_____ Other _____

6. Please check the single most important factor listed below which influenced your decision to initiate action to have your life/learning experiences assessed:

_____ Upward mobility in present position
_____ Upward mobility within industry
_____ Seeking a new career
_____ Self-satisfaction
_____ Family motivations
_____ Other _____

(OVER)

7. Check the one curriculum area in which you feel you have the opportunity to be awarded the largest number of credits:

_____ Business Management
_____ Retail Management
_____ Data Processing
_____ Secretarial Studies
_____ Administration of Justice
_____ Applied Technology
_____ Hotel-Restaurant Management
_____ Fire Science Technology
_____ Accounting
_____ Business Administration
_____ Liberal Arts

DELAWARE COUNTY COMMUNITY COLLEGE

Guide to Life/learning Experience Assessment Program

LEAP

CONTENTS

Philosophy and General Considerations

How the Life/learning Experience Assessment is Done

Instructions for Students

Chronological Record

Name: _____

Address: _____

_____

Telephone:

Home _____

Work _____

PHILOSOPHY AND GENERAL CONSIDERATIONS

The central principle that underlies the life learning experience assessment process is that what the student knows *is more important than* how he or she learned it. If a student can demonstrate that his or her knowledge and skills are reasonably comparable to what the college trained student knows, then equal credit will be awarded. It is unimportant whether the student's learning took place at an accredited college or elsewhere, whether the instructors held advanced degrees or no degrees at all, whether the matter was learned within the near past or the distant past, or how long it took to acquire some knowledge or skill. As long as the students can provide sufficient evidence that they possess college equivalent knowledge or skills, their achievements will be credited and recognized as applicable towards a degree program.

The term, "life experience," is a partial misnomer since credit is not given for simply any kind of adult life experience but only for those experiences that produce learning and skills comparable to the outcomes of courses or training at post-secondary levels. As a general principle, if colleges and universities generally award credits for the acquisition of certain kinds of knowledge and skills by standard course work, then comparable competence acquired in other ways will be credited through this life learning experience assessment process.

What is being attempted is the translation of certain adult learning experiences into the negotiable coin of the academic world; namely, hours of credit. There is obviously not a perfect match between those things that the academic world values and credits, and skills and qualities that produce some measure of success in non academic careers. For example, a person might amass a considerable fortune, but possess few demonstrable skills comparable to those achieved in college level learning. The key point is that years of experience as such produce no credit until the student can demonstrate what college equivalent learning has resulted from these years of experience.

The evaluation of student competence is made by teaching faculty. We believe this is one of the strengths of the Program since the same professionals who regularly judge student performance and award credit in standard programs are exercising their professional competence and responsibility in assessing the learning and competence of students applying for credit equivalency. These same faculty members are asked to review the statement and documentation of a student seeking credit equivalency, to interview the student, and then to make a recommendation for an award of credit in those areas in which the faculty member has sufficient competence based on the competency objectives for a specific curriculum area.

INSTRUCTIONS FOR STUDENTS
Suggestions for Preparing Portfolios

1. You are asked to prepare several kinds of materials. The chronological record is simply a "dates and places" list which helps orient the reader to the sequence of events in your life, beginning with the end of your high school attendance. It is normally one or two pages in length. It is most helpful if all information is typewritten when practical. Documentation such as job descriptions, letter of testimony, certificates, etc. will be necessary in order to support the student's learning experiences.

2. There are many ways to demonstrate your knowledge within a specific field. It is up to you to make the case that you have creditable knowledge or expertise. It is your experience and you know it best. Bear in mind that your portfolio will be reviewed by a person knowledgeable in the area you describe. A good question to ask yourself is: "If I were evaluating experiences similiar to my own, what information would I want to have?"

3. The amount of detail that ought to be supplied varies with each kind of learning experience. If the experience that is being submitted for evaluation is standardized, such as transfer of credit, from another college, CLEP, USAFI courses, or Advanced Placement this will be recorded on the Transfer of Credit Form.

4. It is impossible to state in advance what an adequate amount of detail might be for every adult learning experience. There is inevitably a large amount of subjectivity in any process of student evaluation. What should be avoided is more clear. Vague, general statements are of little or no value in indicating your knowledge and competence.

5. After preparing your portfolio, you must examine the competencies in the area you are seeking credit. If you can establish that you have acquired that body of knowledge, then the faculty member making the evaluation has a more standardized and reliable measure of comparison. These competencies will be given to you after you complete the chronological record form.

6. Many kinds of in-service training commonly produce either a certificate of completion or some notation on the employees record of employment. In other cases no formal record exists, but your employer or training officer or some other official should be able to produce a statement on the organization's official letterhead attesting to your experience, such as period of employment, job title (and description, if available), specific training, and the like. Additional remarks or statements that support your claim to a particular competence might also be included. Commendatory statements about your character or work habits are not needed since these produce no award of credit.

7. In some cases where no suitable documentation can be produced, the student may still receive an award of credit for the knowledge and skills acquired by providing a sufficiently detailed narrative to convince the faculty member making the evaluation to recommend an award of credit.

8. You are encouraged to report on all types of learning experiences. These may include work experience, volunteer activities, avocational pursuits on a variety of unusual experiences. It is assumed that no particular sequence of activities is necessarily superior, and that many pursuits may lead to the development of creditable skills and areas of competence.

HOW THE LIFE/LEARNING EXPERIENCE ASSESSMENT IS DONE

1. Assessments of experience for credit are done only for students who have formally applied to Delaware County Community College and paid the $10.00 application fee.

2. The student who wishes an assessment to be done prepares a portfolio of his or her adult learning experiences that are to be evaluated.

3. The Administrative Specialist-Non-Traditional Studies will assist the student in identifying those competencies in which he/she has had learning experience and held the student to decide which competencies and the number of credits he/she will seek by assessment. The ultimate decision however, as to how many credits a student will seek will be made by the student since this has financial implications as noted below.

4. Once the number of academic credits sought by the student is determined he/she will register for the instructional process Life learning Experience Assessment. The number of credits of this instructional process in which the student will register will be pro-rated on a 1 to 4 basis, i.e. for every 4 or fraction of 4 academic credits sought the student will enroll in the process for 1 credit and pay the appropriate tuition and fees.

5. The faculty member(s) selected to perform the assessment will make the decision as to which technique of assessment or combination of techniques will be used including: Interviews, documentation, observation of performance, examination, etc.

6. After a faculty member has agreed to make the evaluation of a student's experiences in a specific field, the student's portfolio is given to that faculty member, and the student is so notified and advised to arrange an interview. The basic purpose of the interview is to allow the faculty member making the evaluation the opportunity to verify in an appropriate manner the information in the portfolio and to secure additional information from the student or other sources about the experiences described in the portfolio.

7. The faculty member making the evaluation may seek additional information about the student's knowledge and abilities through the Administrative Specialist, or directly from the student, or from persons knowledgeable about the student's achievements.

8. After the faculty member has completed the evaluation, he or she makes a recommendation for an award of credit on the form "Petition for Credit by Assessment," to the Dean of Community Education.

9. After the Dean's approval has been given, the Records Office is officially notified of the award of credit, and this award is entered into the student's permanent record.

10. For a variety of reasons no timetable for completing student evaluations can be set down in advance. In some cases individual evaluations may require as much as six months to complete because a student's experiences fall into several different disciplines, or because records are difficult to obtain.

DELAWARE COUNTY COMMUNITY COLLEGE

Life/learning Experience Assessment Program

Chronological Record

Date _____ Name _____

Please give a chronological summary of your life from high school to present. You should include work, study, community activities, and organizations, short courses and training programs, marriage, birth of children. In short, important events from which you have learned as you have come to where you are today. This is a "dates and events" list.

Use additional sheets as necessary.

DELAWARE COUNTY COMMUNITY COLLEGE

Life/learning Experience Assessment Program

SAMPLE

Chronological Record

Date _____ Name _____

Please give a chronological summary of your life from high school to present. You should include work, study, community activities, and organizations, short courses and training programs, marriage, birth of children. In short, important events from which you have learned as you have come to where you are today. This is a "dates and events" list.

Girl's High Philadelphia, Pa.	1950	College Prep
John Hancock Insurance Co. Philadelphia, Pa.	1951-1954	Actuarial School
Temple University	1959-1961	Business Law, Business Practice Human Relations
	1965-1967	Accounting I and II
CLEP	1969	English Comp. Humanities Math Natural Science Social Science-History
Youth Service Board	1969-1975	Workshops in Counseling, Psych, and Human Relations and related seminars approx. 200 hours.

UNIVERSITY OF CALIF.
LOS ANGELES

APR 30 1976

CLEARINGHOUSE FOR
JUNIOR COLLEGES

Use additional sheets as necessary.